



Work-based Learning and Industry- Recognized Credential Earner Report 2020-2022

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Work-based Learning Report: 2020-2022

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Overview

The purpose of this report for school years (SY) 2020-2021 and 2021-2022 is to provide useful information on two items. The first addresses the biennial reporting requirements pursuant to Nevada Revised Statutes (NRS) 389.167, subsections 6 and 7, which states to provide the number of pupils participating in the work-based learning (WBL) programs and the types of WBL offered to these students. Information and data on WBL programs are presented in Section I of this report.

The second is to accomplish the goal of the Nevada Administrative Code (NAC) 389.800, which requires the local board of trustees of a school district or the governing body of a charter school to report to the State Board of Education the number of industry credentials earned by students. The Governor's Office of Workforce Innovation (GOWINN) prepares and maintains the list of Nevada's Industry-Recognized Credentials (IRC) ([Nevada Eligible Industry Credentialing List](#)). The IRC data is presented in Section II of this report.

Section I: Work-based Learning (WBL)

Work-based Learning Background

In the 2017 Nevada Legislative Session, Nevada Revised Statutes (NRS) 389.167, subsection 7, was amended through the passage of Senate Bill (S.B.) 66 defining work-based learning and the application and reporting requirements concerning such. The bill required the local board of trustees of a school district or the governing body of a charter school to report back to the State Board of Education and the Legislature with the following items:

- The number of students participating in WBL courses; and
- The number of students participating in WBL that was not for credit, embedded into another course.

In the 2021 Nevada Legislative Session, these requirements were amended through the passage of Assembly Bill (A.B.) 38 to require that data be submitted in a disaggregated format.

In addition, NAC 389.825 requires each district to report a list of participating employers, which is found in Appendix A.

This section of the report provides a compilation of district reporting received by the Nevada Department of Education (going forward referred to as the Department) on work-based learning experiences that occurred in SY 2020-2021 and SY 2021-2022. In order to qualify for participation in work-based learning, districts or public charter schools are required to have a work-based learning plan on file with the Department. Currently, ten districts (Carson City, Churchill, Clark, Douglas, Elko, Humboldt, Lander, Lyon, Nye, and Washoe) and four charter schools (Beacon Academy, Coral Academy, Pinecrest Academy - Cadence and Sloan Canyon, and Sports Leadership and Management of Nevada [SLAM]) have approved plans. The total number of approved plans has increased from the report provided in January 2020. Additional districts have expressed interest in offering work-based learning,

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and they have provided data to the Department on what they are currently offering. The Department will continue to work with these districts going forward to ensure that they have approved work-based learning plans on file and guide them in the process.

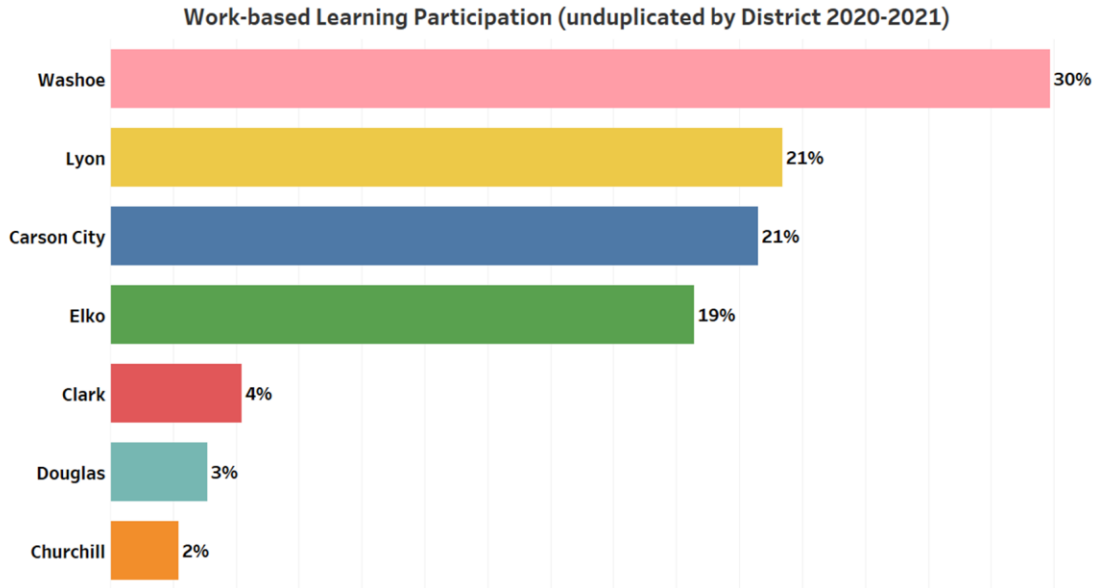
While it was not legislatively required at the time, districts were asked to begin reporting disaggregated, student-level data for high school students in SY 2019-2020 via a new data collection process. While not all districts were able to provide all requested demographic and special populations information in the 2019-2020 and 2020-2021 collections, they were able to provide all required demographic and special population data in the 2021-2022 collection. Districts have gone to a great deal of effort to collect this data for the Department to ensure that meaningful reports can be provided to the Legislature and to meet legislative requirements. Since this is a new collection, districts and the Department have worked to solidify business rules and formal collections for individual work-based learning experiences conducted at the high school level. Collecting data on participation in mass/group activities (such as attendance of students at a career fair or similar event) is not currently required.

All data in this report was provided by districts and public charter schools to the Department, and Department staff worked with associated individuals to ensure that the data is as accurate as possible. Going forward, the Department will continue to work with the school districts and public charter schools to develop tools, provide guidance, and offer technical assistance to ease the process of collecting student-level data and expand the collection to additional student populations.

Summary

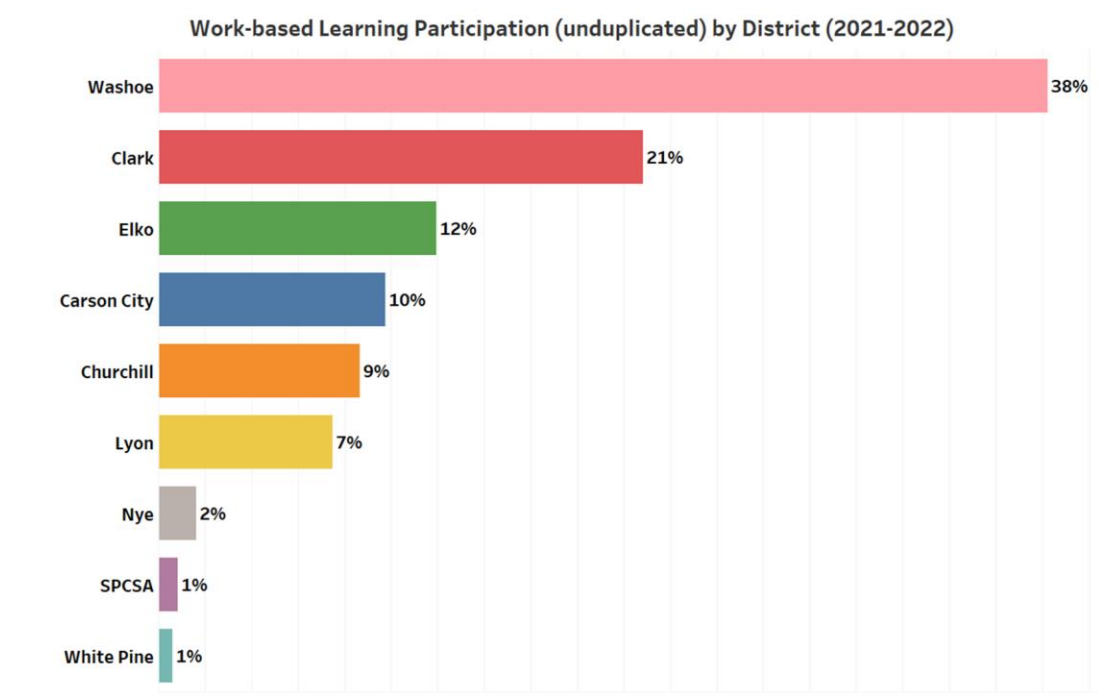
In SY 2020-2021, eight school districts (Carson City, Churchill, Clark, Douglas, Elko, Lyon, Nye, and Washoe) and one public charter school (Pinecrest Academy – Cadence) responded to the Department's data request. In total, districts reported that 646 unique high school students participated in one or more work-based learning experiences. Even though this was a similar group of respondents from 2019-2020, there was a substantial decline from the 3,072 unique students reported in 2019-2020. Districts noted that services had to be curtailed due to COVID (with Nye noting that their WBL program had to be canceled completely), and that it was difficult to provide online work-based learning experiences for students. The following chart provides a breakdown of reported work-based learning participation by district for the 2020-2021 year, but it has been suppressed in order to ensure student privacy:

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In SY 2021-2022, eight districts (Carson City, Churchill, Clark, Elko, Lyon, Nye, Washoe, and White Pine) and three public charter schools (Pinecrest Academy – Cadence, SLAM, and Coral Academy) responded to the Department’s data request. Additional districts (including Humboldt and Pershing) and charter schools (including, but not limited to, Amplus Academy, Somerset Academy, Doral Academy, and Mater Academy) responded to the request to note that either they had no data to report or were planning to submit a work-based learning plan in the future. While White Pine does not have an approved work-based learning plan on file yet, their data is included in the report because of their efforts to provide such opportunities to their students. When combined, these entities reported 3,788 unique high school students participated in one or more work-based learning activities. The following chart provides a breakdown of reported Work-based Learning Participation by District for the 2021-2022 year. Because of the number of students who were reported, this chart did not need to be suppressed:

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WBL Highlights

In addition to data, in the 2021-22 collection districts were asked to provide narrative highlights to help contextualize the numbers that were reported. Carson City, Churchill, Elko, Lyon, Nye, and Pinecrest Academy contributed, and they provided several notable items including, but not limited to, some of the activities and experiences mentioned below (narratives have been edited where appropriate).

Churchill County School District

- The district is developing a “Building Fallon Forward: Churchill County Work-Based Learning” initiative. The local Churchill Entrepreneur Development Association (CEDA) also started giving a scholarship to students who participate in the [Building Fallon Forward](#) program. They awarded one scholarship in 2021-2022, and two \$1,000 scholarships will be given in 2022-2023.

Elko County School District

- The district highlighted the collaboration with Kinross Gold. In early 2021, Kinross Gold approached Elko County School District (ECSD) looking to build a districtwide partnership to provide support to ECSD students. Kinross employees supported STEM Fairs, Reading Week, Field Days, preparation for job interviews for CTSO competitions, and personalized tours of the Mining Expo for students from a variety of grade levels. They provided people and supplies to assist Elko High School Drama Club students in building set items, including stage flats, a mobile staircase, and doorways. Kinross employees provided a safety presentation and personal protective equipment for the students, they taught them how to develop plans for builds, and they taught them the skills needed to construct their stage equipment (including how to use a variety of hand and power tools). Elko High School now has a Theatre Technology program due

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to the interest of students who enjoyed the set design and build process. Kinross also approached the Agricultural Mechanics Technology and Welding Technology programs to build geo prisms that are used in mining to monitor earth movement. Kinross employees from the engineering and welding departments provided information on what geo prisms are and how to build them to the participating programs. Students who completed the program received Certificates of Completion from Kinross.

Lyon County School District

- The district noted that the North Lyon Fire Department has developed a Cadet program where high school students (grades 9-12) report to the fire station weekly to be trained on medical, fire, and general life skills. In addition to their technical training, students are required to complete multiple community service projects, and they are assigned mentors whom they meet with weekly for life skills training. The Cadet program started in 2020, and a few students have received scholarships for Fire Science to local universities. One of those students has graduated from the fire academy and has received full-time employment with North Lyon Fire Department.
- The district also highlighted the work of Fernley High School's Accounting and Finance program. In 2021-22, students and the program teacher started a Volunteer Income Tax Assistance (VITA) program. The VITA program offers free tax help to people who generally make \$54,000 or less a year, persons with disabilities, the elderly, and limited English-speaking taxpayers who need assistance in preparing their own tax returns. The students were all IRS-certified volunteers and provided free basic income tax return preparation with electronic filing to qualified individuals. The students processed taxes for 72 individuals during the tax season.
- Fernley High School and Yerington High School both partnered with Greater Nevada Credit Union to offer the Bite of Reality Simulation for graduating seniors. Bite of Reality is a hands-on, app-based simulation that appeals to teens while giving them a taste of real-world financial realities. Students are given a fictional occupation, salary, credit score, spouse and child, student loan debt, credit card debt, and medical insurance payments. The teens then walk around to various tabletop stations to "purchase" housing, transportation, food, clothing, and other needs. Fortunately, the game also includes a "credit union" to help with their financial needs.

Nye County School District

- The district highlighted the development of a teacher training pipeline for Early Childhood Education students that provides paid internships through NyE Communities Coalition WIOA Youth Program at some of the elementary and Pre-K schools. Some of these students will continue with postsecondary education and become teachers, having gained more knowledge supporting high-quality instruction. Having the internship experience, students will also relate to college coursework with knowledge that other students in the classes will not yet have gained, giving them an advantage. This program will also provide high-wage, high-skill jobs for the local young adults to return to in their communities.

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- The district also highlighted the partnership with the Valley Electric Association, which has offered paid internships to NCSd students for many years, often leading to a lifelong career while allowing students to stay in their community.

Pinecrest Academy of Nevada

- Pinecrest Academy of Nevada – Cadence highlighted the partnership with Q3 Student Partners that allowed students completing the Graphic Design CTE Program of Study to have a work-based learning experience. Students presented a portfolio of their artwork created in graphic design and answered numerous questions regarding workplace readiness skills during an interview. Once accepted into the program, students worked on creating social media posts, flyers, and announcements for the company. Students were also encouraged to attend weekly in-person meetings at the company to go over their progress and experience within the program.

Sports Leadership and Management

- The Sports Leadership and Management of Nevada (SLAM) highlighted the SLAM Creative Shop that offers work-based learning opportunities for Video Production and Marketing students. The goal is to establish partnerships with local businesses and connect students to those businesses.

Washoe County School District

- The district highlighted the opportunity for students to intern with KUNR Radio to produce stories as a part of KUNR Youth Media. Profiles and links to student stories and projects can be found on the [KUNR Youth Media website](#).

Participation by Work-based Learning Opportunity

The following series of charts provides information on participation in individual work-based learning opportunities at the Career Preparation and Career Training levels. Career Preparation activities consist of job shadowing, simulated workplace, school-based enterprise, or school-based Supervised Agricultural Experiences (SAE), and Career Training experiences are defined as participation in clinicals as a part of a CTE course, SAEs that are based at a worksite/with an employer, or a documented internship or CTE Work Experience for course credit.

The following short summaries provide a brief description of the work-based learning opportunities addressed here:

- Career Preparation
 - Job Shadowing: These short experiences involve students going to a workplace to “shadow” one or more employees in order to gain insights on the business/industry in question.
 - School-based Enterprise: Students operate a business from the school/classroom by selling products or services. This is distinct from any fund-raising activities.

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- Simulated Workplace: In these experiences, classrooms are transformed into business environments where students develop and practice technical and professional skills and are evaluated by industry professionals.
- Supervised Agricultural Experience (SAE) – School-based: SAEs are a required element in agricultural education programs and range from exploratory to immersion-level experiences. Immersion-level activities are reported.
- Career Training
 - Apprentice Ready/Youth Apprenticeships: These opportunities align to registered apprenticeships in partnership and allow for a direct transition into the aligned apprenticeship. While this category has been included in all departmental data collections, no students have been reported by any responding district.
 - CTE Work Experience: These programs involve students enrolled in a CTE Program of Study who have a paid position in their program.
 - Internship (paid/unpaid): Internships are typically unpaid, last longer than 15 hours, and may be embedded into a course such as clinicals or involve earning course credit.
 - Supervised Agricultural Experience (SAE) – Employer-based: SAEs are a required element in agricultural education programs and range from exploratory to immersion-level experiences.

While the Department continues to work with districts to ensure that all districts are reporting the same data in the same way, please note the following caveats about all data provided in this report:

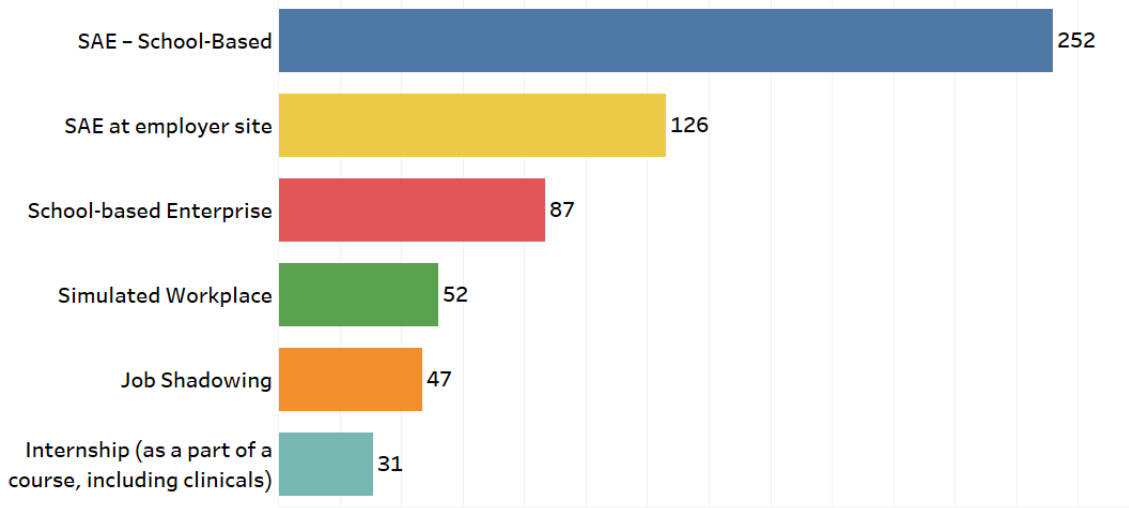
- All work-based learning data is currently self reported. While the Department and all district partners are working together to ensure there is common understanding of definitions of each work-based learning experience, it can be difficult to determine and verify that all respondents are defining each work-based learning experience in exactly the same way.
- Districts collect, store, and maintain the data differently.
- COVID-related program closures severely impacted work-based learning in 2020-2021. While all district partners worked to provide work-based learning experiences, in many cases it was not possible to do so.

The Department is striving to develop new data collection procedures for all the districts and is updating the Work-based Learning Guide with the input of districtwide WBL coordinators who meet every month. This objective is to bring uniformity in our definitions of work-based learning experiences and develop clear and consistent business rules for data collection that will help improve the quality of the program.

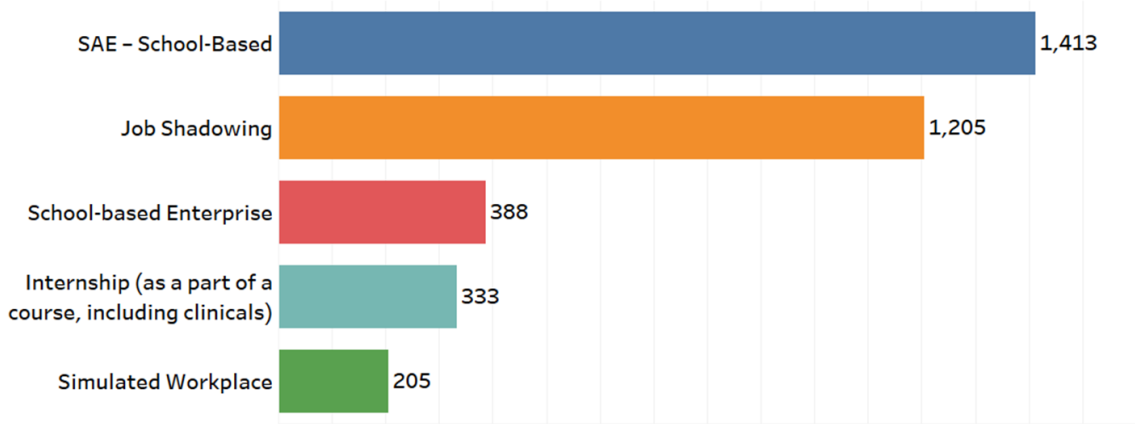
The following charts provide the total number of students participating in WBL opportunities that were not for credit or were embedded in another course in SY 2020-2021 and SY 2021-2022. While the data provides the total number of students engaged in each WBL opportunity, please note that students may have participated in one or more instances of each opportunity (e.g., multiple Job Shadowing events), some students participated in multiple distinct opportunities (e.g., Job Shadowing and a Supervised Agricultural Experience), and some students could have participated in both SY 2020-2021 and SY 2021-2022.

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Number of Students Participating in an embedded/not for credit Work-based Learning Experience (2020-2021)



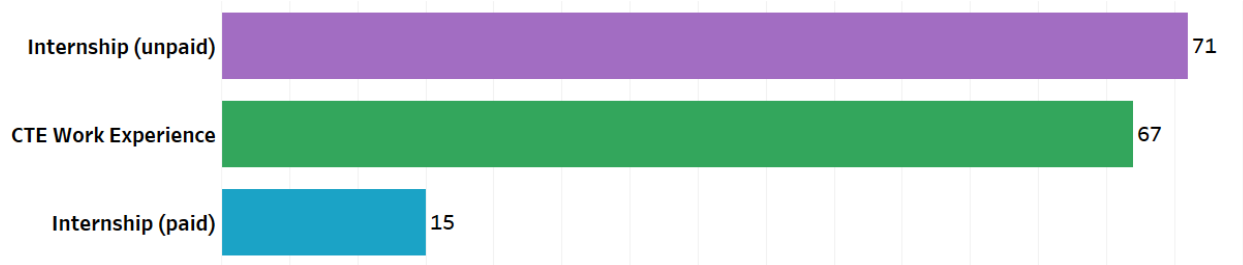
Number of Students Participating in an embedded/not for credit Work-based Learning Experience (2021-2022)



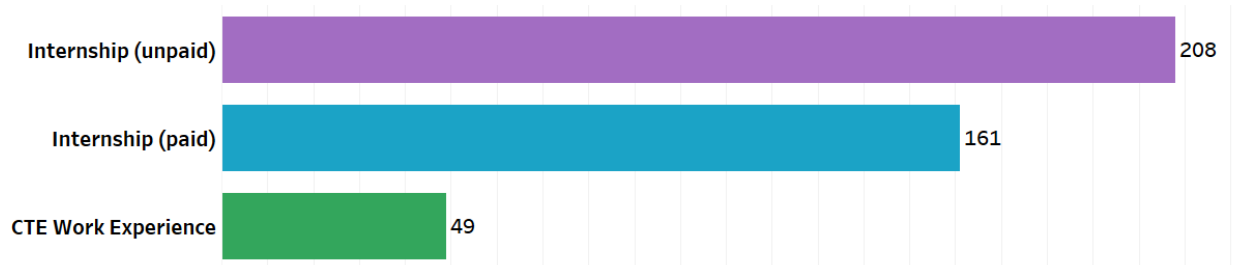
The following charts provide the total number of students participating in WBL opportunities that, at a minimum, should have been 15 hours, and if students engaged for 60 or more hours, the experience could have resulted in students earning course credit. These charts provide participation for both SY 2020-2021 and SY 2021-2022. While the data provides the total number of students engaged in each WBL opportunity, please note that students may have participated in one or more instances of each opportunity (e.g., multiple unpaid Internships), some students participated in multiple distinct opportunities (e.g., an unpaid Internship and a paid Internship), and some students could have participated in both SY 2020-2021 and SY 2021-2022.

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Number of Students Participating in an independent/for credit Work-based Learning Experience (2020-2021)

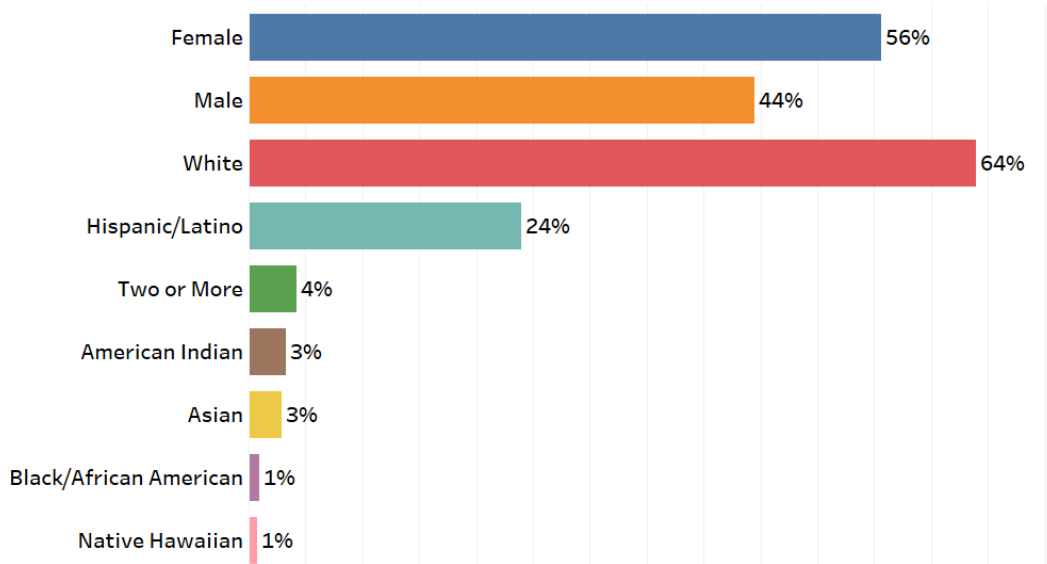


Number of Students Participating in an independent/for credit Work-based Learning Experience (2021-2022)



Because the data was a student-level data request, the data can be disaggregated. In the collection for the 2020-2021 year, districts were asked for special population data; however, not all districts were able to provide information for all populations.

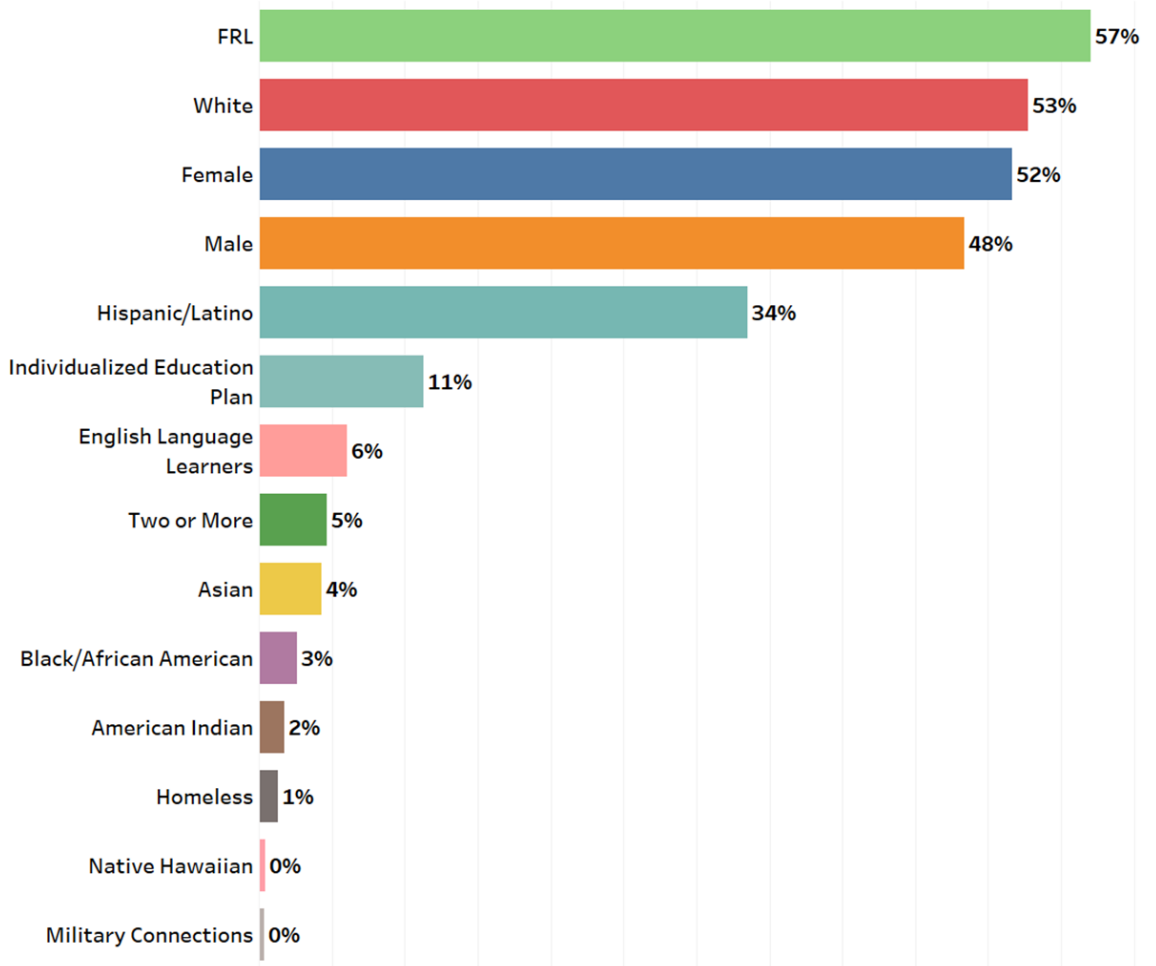
Disaggregated, Unduplicated 2020-21 Work-based Learning Participants



In the collection for the 2021-2022 year, districts were asked for special population data. Data with a total n-size of <10 has been suppressed.

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Disaggregated, Unduplicated 2021-22 Work-based Learning Participants



Section II: Industry-Recognized Credentials (IRCs)

Overview

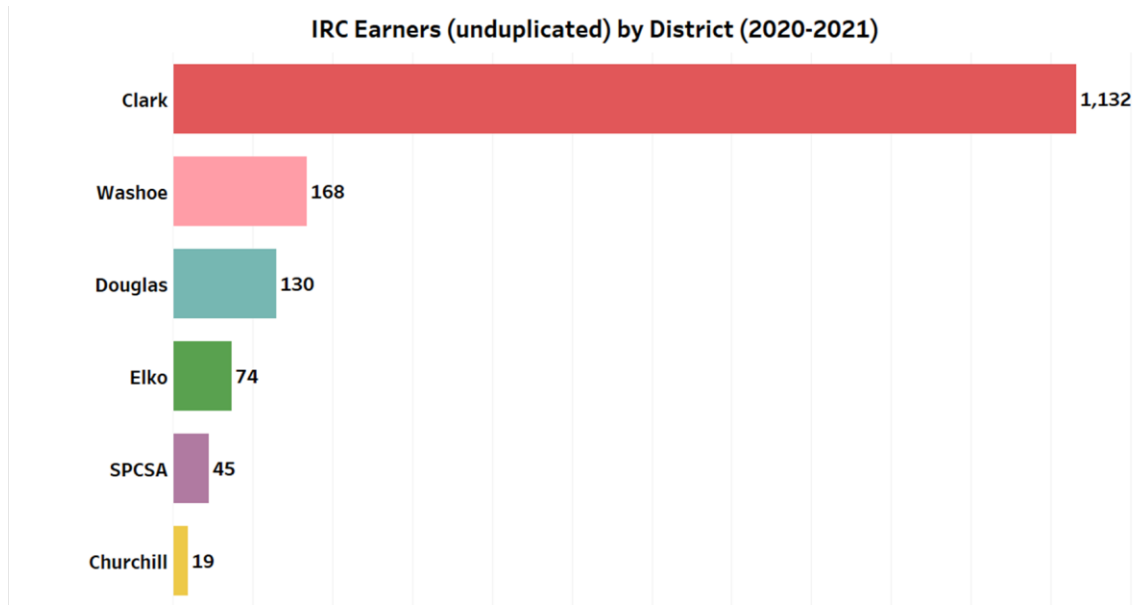
This section of the report provides a compilation of district reports received by the Nevada Department of Education on Industry-Recognized Credentials (IRCs) earned by students in SY 2020-2021 and SY 2021-2022. In both years, the Department asked school districts and public charters to provide disaggregated, student-level data for each student who earned an IRC along with the name of the IRC that was earned.

All data in this section was provided by districts to the Department, and Department staff worked with our district partners to ensure that it is as accurate as possible. It is important to note that information on IRC earners is typically collected at the school level. Independently verifying the results of IRC credential exams at the Department level is not currently possible. Going forward, the Department will continue to work with the school districts and public charter schools to ensure that IRC data is collected in as accurate and detailed a method as possible. However, until IRC results can be independently verified, the data will continue to be self-reported.

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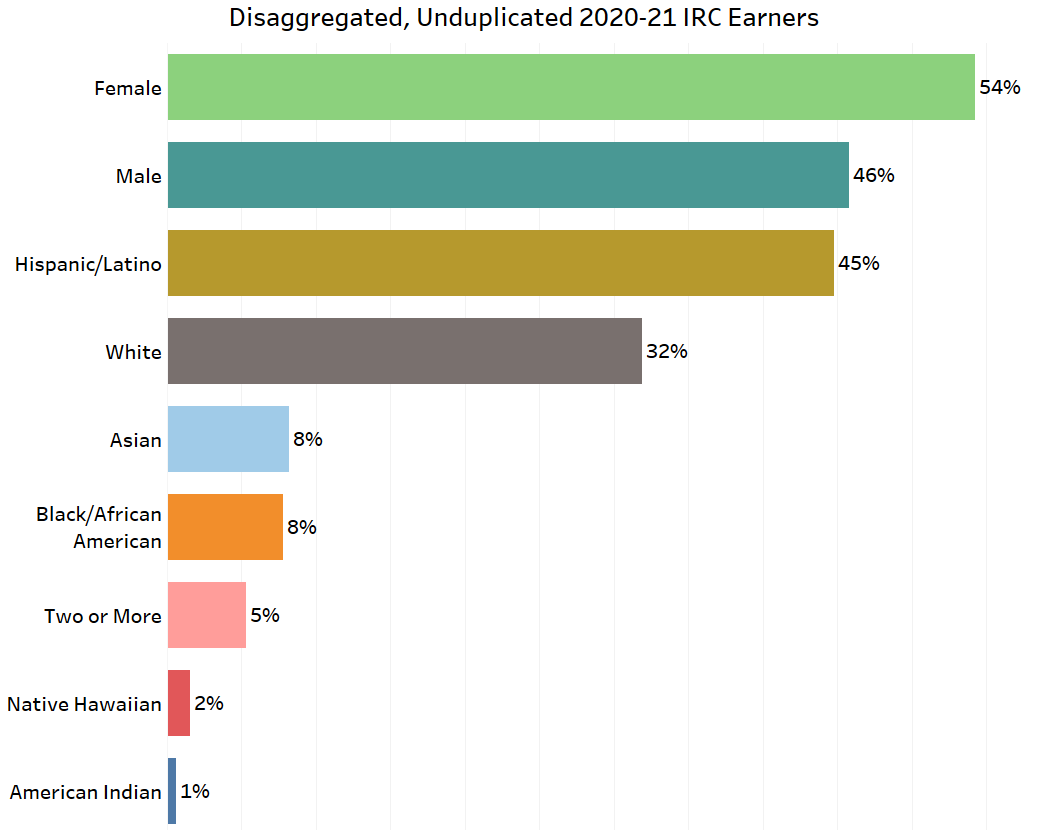
Data Summary

In SY 2020-2021, five school districts (Churchill, Clark, Douglas, Elko, and Washoe) and three charter schools (Oasis Academy, Pinecrest Academy, and Sports Leadership and Management of Nevada [SLAM]) responded to the Department’s data request. Additional districts responded to the Department’s data request but did not have data to report. Those districts reported that 1,825 IRCs were earned by 1,568 unique students. The following chart provides the total number of students reported as earning one or more IRCs in the 2020-2021 year:



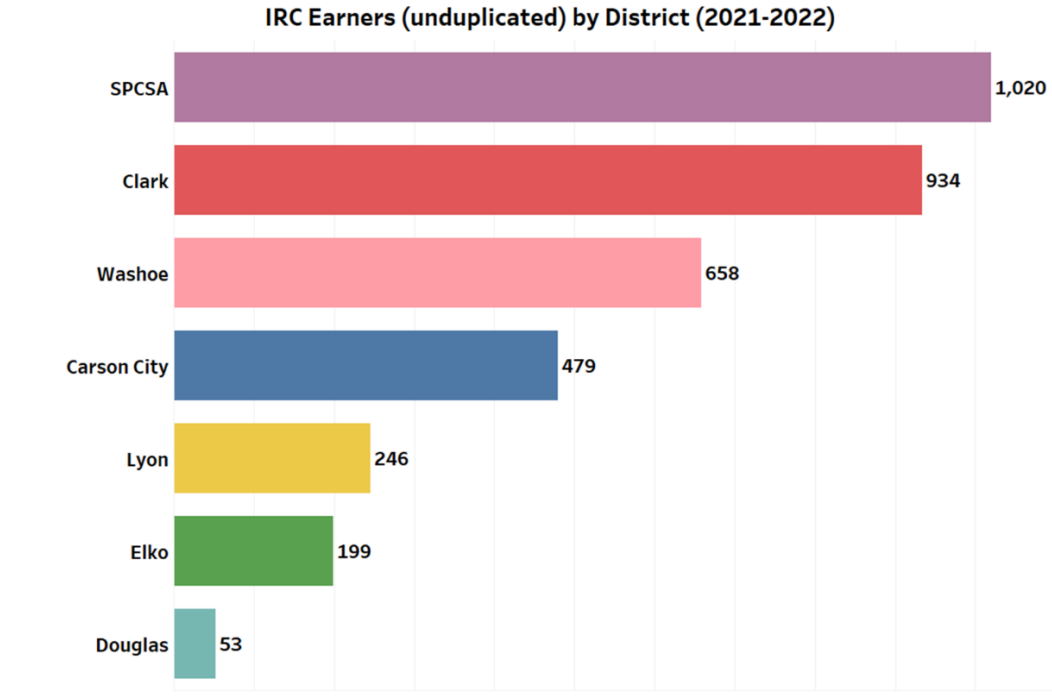
Because the data was provided in a student-level format (although Clark County was not able to provide data on some populations), the information can be disaggregated by gender and race/ethnicity:

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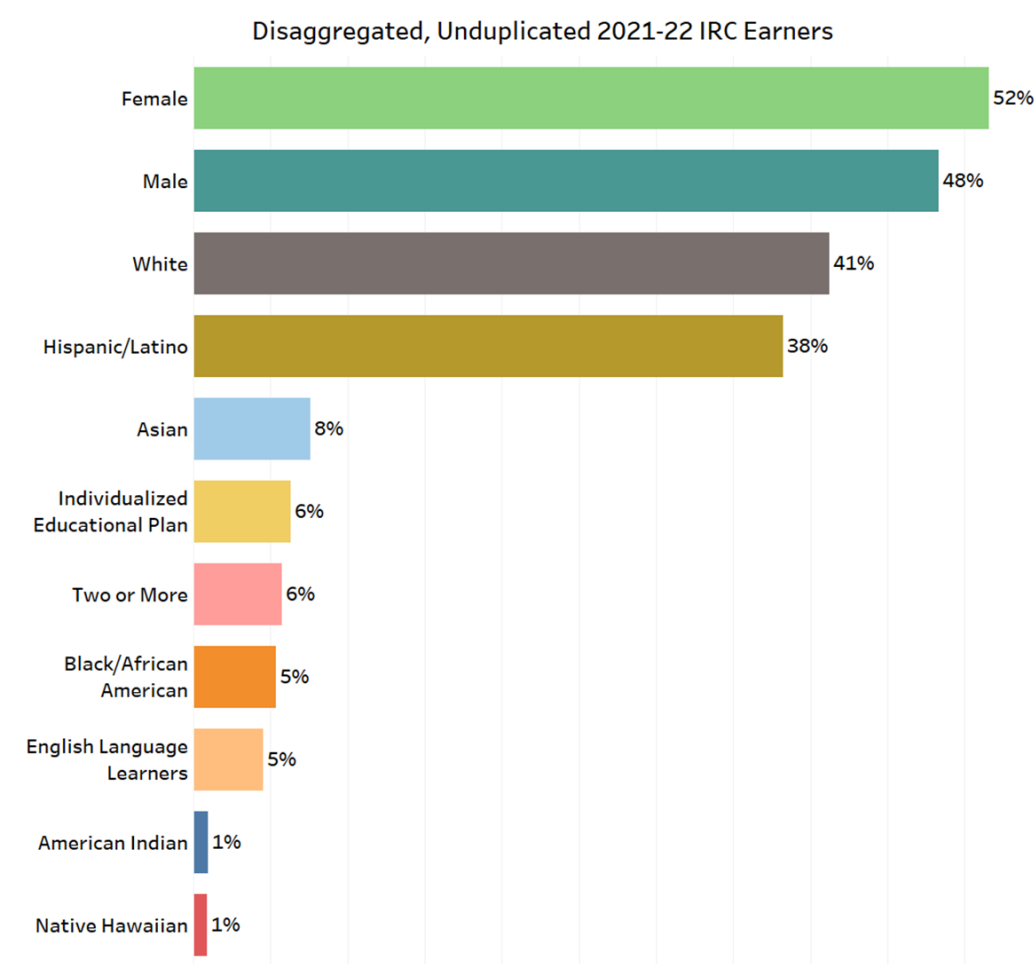
In SY 2021-2022, eight districts (Carson City, Churchill, Clark, Douglas, Elko, Lyon, Washoe, and White Pine) and four charter schools (including Oasis Academy, Pinecrest Academy, SLAM, and eight campuses of Nevada State High School) provided data. Additional districts and charter schools responded to the Department’s data request but did not have data to report. In total, these institutions reported that 4,164 Industry-Recognized Credentials were earned by 3,602 unique students. The following chart provides the total number of students reported as earning one or more IRCs in the 2021-2022 year. Because of the number of IRC earners reported by some districts, the following chart has been suppressed:

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Because the data was provided in a student-level format and all districts were able to provide the requested data, the information can be disaggregated by various factors (only the largest reported categories have been included here):

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Please note that when comparing disaggregated data across years, the varying cohort of respondents does affect results.

Earned Industry-Recognized Credentials (IRCs) by CTE Career Cluster

To organize the IRCs earned, IRCs have been classified as part of one of the nationally recognized 16 Career Clusters. National Career Readiness Certificate Assessment (NCRC) takers and ASVAB takers were provided and are included under “Career Readiness” vs. a specific Career Cluster. If the IRC could not be identified based on the provided name, it has not been included here.

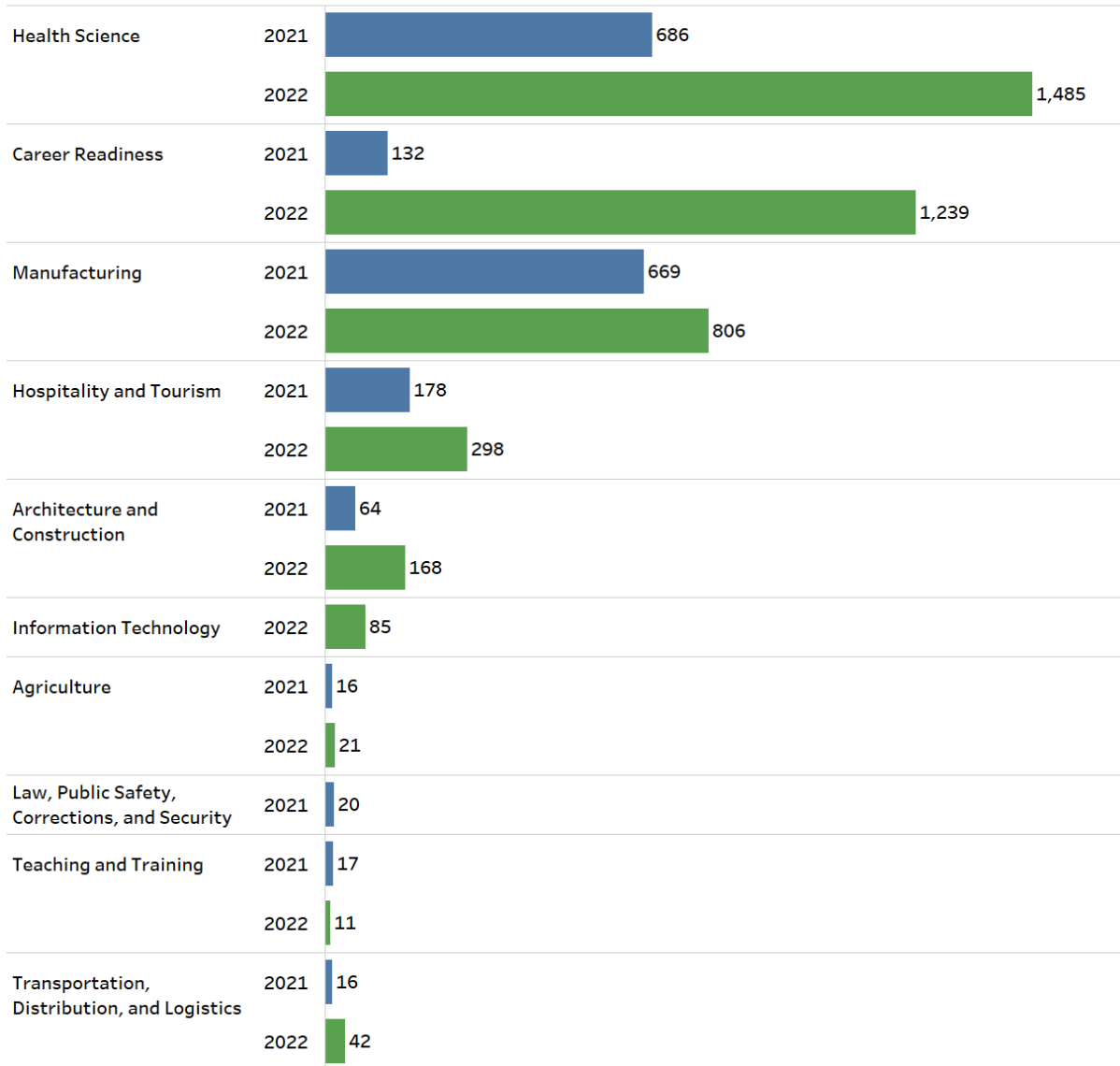
This data does not reflect duplication since students may have earned multiple IRCs within a single Career Cluster in a single year or an IRC in both years. If fewer than 10 certificates were earned in a particular Cluster, that data has been suppressed.

When reviewing the IRCs by Career Cluster, please note that the Health Science IRCs are driven primarily by CPR, First Aid, and Stop the Bleed certificates. While Nevada State High School did not respond to the Department’s data request in 2020-2021, the increase in the number of reported Workplace Readiness certificates in 2021-2022 is primarily the result of Nevada State High School’s data, as a significant portion of their students take the NCRC. In addition, OSHA-10 certificates are scattered through multiple

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clusters depending on the data provided. For example, while a standard OSHA-10 is included under Manufacturing, OSHA-10 for Construction is included under Architecture and Construction.

2020-21 and 2021-22 Earned IRCs By Career Cluster



Reported IRCs SY 2020-2021 and SY 2021-2022

The following provides a brief sample of the credentials reported in SY 2020-2021 and SY 2021-2022. Not all of the credentials were reported in both years, but this does attempt to provide a broad overview of the types of credentials earned.

The first table below shows IRCs earned in High Skill, High Wage, and In Demand pathways that were included in the official list of State Approved Credentials created and updated by the Governor’s Office of Workforce Innovation (GOWINN). The connection between Credential/Certificates and Career Cluster matches the GOWINN list where possible. Please note that the usability of the GOWINN list has

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somewhat limited the ability of districts to match the GOWINN list to the exact credentials being earned, and this has been edited where necessary by Department staff.

This list is condensed slightly as each respondent referred to individual credentials using slightly different names and terminology, and it includes certificates earned in SY 2020-2021 and SY 2021-2022. As the Department continues to work with districts, standardizing the reported certificate names is necessary to ensure consistency of reporting and producing refined results.

Career Cluster	Credentials/Certificates
Architecture and Construction	OSHA 10 for construction
	National Center for Construction & Education Research (NCCER) - HVAC I
	National Center for Construction & Education Research (NCCER) - CORE
Health Science	Certified Nursing Assistant
	Cardiopulmonary Resuscitation (CPR)
	Emergency Medical Responder (EMR)
	Emergency Medical Technician (EMT)
	First Aid
	Pharmacy Technician Certification
Hospitality and Tourism	Certified Fundamentals Cook
	Certified Fundamentals Pastry Cook
	ServSafe Manager
Information Technology	CompTIA A+
	CompTIA Network+
	CompTIA Security+
	Microsoft Office Specialist
Law, Public Safety, Corrections, and Security	Certified Emergency Telecommunicator
Manufacturing	SACA Certification Associate Level 1.0 Automation
	SOLIDWORKS (CSWA/CSWP)
	OSHA 10
	Welding (AWS)
	Welding (GMAW .035 3g)
	Welding (SMAW 7018 3g)
Transportation, Distribution and Logistics	Certificate of Achievement - Diesel General Service Technician
Workplace Readiness	National Career Readiness Certificate (NCRC)
	ASVAB

The following table provides a list of certificates that were earned but do not appear on the official list of State Approved Credentials. Separating these into a separate table is not a comment on the value of

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these items, it simply reflects the fact that they are not currently on the GOWINN list. As with the previous list, these names have been condensed and corrected slightly to create consistency.

Career Cluster	Credentials/Certificates
Agriculture and Natural Resources	Elanco Veterinary Medical Applications
Architecture and Construction	Forklift Certification
	Skills Certificate – AutoCADD
Health Science	Basic Life Support
	Stop the Bleed
Hospitality and Tourism	American Culinary Federation Education Foundation
	Food Handler (SNHD)
	Health Card (Clark County Health District)
	Hospitality & Tourism Management Program (HTMP)
	Lifeguard Certification
	ServSafe Food Handler
Information Technology	Cisco CyberOps Associate
	IT Essentials
Law, Public Safety, Corrections, and Security	FEMA Effective Communication
Manufacturing	Certificate of Achievement - CNC Machining
	Certificate of Achievement - Industrial Maintenance
	CNC Turning Skills Certificate
	CNC Machining Certificate of Achievement
	CNC Machining Skills Certificate
	Welding Skills Certificate FCAW/GTAW
	Welding Skills Certificate SMAW/GMAW
Teaching and Training	ParaPro Assessment
Transportation, Distribution, and Logistics	609 Freon Handling Certification
	Automotive Service Excellence (ASE)
	FAA Private Pilot Certificate

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Appendix A: Participating Employers

District/County	Employer	
Carson City	Army National Guard	
	Bureau of Land Management (Fire)	
	Carson City Library	
	Carson City School District-Nutrition & Operations/Facilities	
	Carson City Symphony	
	CGI, Inc.	
	Envirolution	
	Greater Nevada Credit Union	
	Lofty Expressions	
	Nevada Department of Transportation (NDOT)	
	Nevada Division of Minerals	
	Nevada Division of State Parks	
	Public Restroom Company	
	Tesla	
	The Greenhouse Project	
	Theilen Photography	
	Churchill	Ad-West Realty
		Berney Realty
		Bighorn ATV & Small Engine Repair
		CC Communications
CEDA		
Cheek Construction		
Fallon Food Hub		
glo Medical Aesthetics		
Janess Digital Ink LLC		
Lahontan Valley Vet		
Louie's Ace Hardware		
Oasis Online		
Papa Murphy's/Skeeters		
Parsons Drilling		
Tedford Tire		
Walmart		
Clark County		A-List Dental
		Advanced Concepts and Designs
	After School All-Stars	
	American Cancer Society	
	American Lung Association	
	Atomic Testing Museum	
	Bank One of Nevada	

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District/County	Employer
	Blind Center of Nevada
	Boulder City Veterans Home
	BRC Coach & Transit
	Cake World Bakery
	Camino El Norte Animal Hospital
	Carpenters Union
	Catholic Charities
	Caza Realty
	Celebrations Bridal
	Century 21
	Chuck Minker Sports Complex
	City of Las Vegas
	Clark County Automotive
	Clark County Offices
	CLASS! Magazine (UNLV)
	Clay Arts Vegas
	Colonial Property Management
	Culinary Academy of Las Vegas
	CVS Pharmacy
	Deseret Industrial
	Desert Inn Animal Hospital
	Desert Vision Realty
	Discount Tires
	Discovery Museum
	East Las Vegas Community Senior Center
	Elite Healthcare
	Express Auto
	Freed Bakery
	Friendly Computers
	Graphic Imaging Services
	Harris Consulting Engineering
	HELP of Southern Nevada
	Helping Hands
	Henderson Police Department
	Hollywood Cuts
	Hollywood Recreational Center
	House of Blues
	IONnovate
	Kensington Motor Cars
	KLVX Channel 10

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District/County	Employer
	KNPR Broadcasting
	Laborer's Union
	Las Vegas Fire Department
	Lieburn Senior Center
	Lied Animal Shelter
	Litocorp
	LSK Recording Studio
	Mob Museum
	Nathan Adelson Hospice
	Natural History Museum
	Nevada Help Desk
	Nevada State Museum
	North Vista Hospital
	One Nevada Credit Union
	Opportunity Village
	Pacific Electric
	Professional Services
	Public Education Foundation
	Salvation Army
	Sav-On Pharmacy
	Seaquest Aquarium
	Select Physical Therapy
	Southwest Legal
	Sunrise Hospital
	Ted Wien's Firestone
	Terrible's Auto Care
	Thomas & Mac Property Management
	University Medical Center (UMC)
	US Military Recruiter
	US Marine Corps Recruiter
	Valvoline
	Vegas PBS
	WestCare
Elko	City of Elko Police Department
	Elko Chamber of Commerce
	Elko County Ambulance
	Elko County Sheriff's Office
	Evolution Powersports
	First Choice Physical Therapy
	Full Range Physical Therapy

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District/County	Employer
	Ignite Chiropractic
	Kinross Gold
	NEPRIS Employers
	Nevada Gold Mines
	REACH Medical
	Riverton Chevrolet
	Southwest Carpenters
	Spencer Fuller
	State Farm Insurance
	Tesla
	West Wendover Police Department
Lyon	Bobrick Brothers Hay
	Boys and Girls Club of Truckee Meadows
	Central Lyon Fire Department
	D&S Waste Removal
	Dayton Pediatric Dentist
	Dayton Physical Therapy
	Dini's Supper Club
	Fernley Estates
	Greenfield Animal Hospital
	LL Realty
	Lyon County School District
	Mason Valley Boys and Girls Club
	Mason Valley Dental
	Narrow Way Hay
	North Lyon Fire Department
	Northern Nevada Medical Center
	Peri and Sons
	Rice Lake Weighing
	Riverside Veterinary Hospital
	Scougal Rubber Corporation
	South Lyon Medical Center
	Starbrook Modular Manufacturing
	Sustainable Builders
	Vineburg Machining
Nye	Awards Plus
	Natural Vibes Health & Wellness
	Nye Communities Coalition
	Nye County Departments
	Nye County School District: JG Johnson Elementary, Tonopah Elementary, PVHS Maintenance, Hafen Elementary, Mt.

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District/County	Employer
	Charleston Pre-K, NCS Summer School Program
	Pahrump Utility Company
	Sacred Moonbeam Crystals
	Spring Mountain Motorsports
	Valley Electric Association
	Water Rock Ranch
Pinecrest Academy of Nevada	Air Force
	City of Henderson
	FAA's Aviation Safety
	Intellatek
	Logan Riley - Founder at Pink Donut
	Q3 Student Partners
SLAM Nevada	Imagine Creative Store
	Jesus Contreras- Vibe Salon
	Kel's Kreations
	Magaly Aparicio - Professional Trainer
	Profitable Ledger
Washoe	BJ's BBQ
	City of Reno IT Department
	Elemental LED
	Food Bank of Northern Nevada
	Hamilton Company
	KUNR
	Microsoft
	Monsen Engineering
	Northern Nevada Apprenticeship Coordinators' Association
	NOW Foods
	Panasonic
	Pathways to Aviation – Atlantic Aviation
	Peppermill Casino Resorts
	Rail City Nursery
	Renown Health
	Synap, Custom Software Development
	Tesla
	Truckee Meadows Community College
	Truckee Meadows Water Authority
	University of Nevada, Reno
	Washoe County School District
	Washoe County Sheriff's Department
	Yogurt Beach